

Reflection on Mizuni Training for Teachers- October 2010

Mizuni (2010) is a web-based student information system that helps each campus in my district collect and analyze student data to improve decision making with regards to instructional strategies and/or interventions. Teachers can enter information regarding students' progress or lack of progress in any subject area. Since this was our first year using Mizuni, the teachers on my campus required training on how to input information into the system and what information needed to be input. I volunteered to provide this training for the teachers because I thought it would be a good learning opportunity for me as well as a great chance to practice providing professional development in a small group setting. Providing this training on my own taught me a lot about the needs of individual teachers and how to meet those needs. This information will be beneficial when providing training to larger groups of teachers.

I trained all the teachers on my campus on how to input student information. I met with one grade level at a time during their conference periods. To make the training more relevant to the teachers, I used student information from actual students they wanted to introduce to the campus-wide intervention assistance team (IAT). I first modeled how to log onto the system and search for students. When the specific student was found, I modeled how and where to input the intervention data required for the IAT. After modeling how to use Mizuni, I had the teachers practice inputting data for other students. All of the teachers learned fairly easily and did not have many questions. For this particular activity, I found that the easiest way to address the needs of everyone was to provide a demonstration, allow them to practice, and answer all their questions as they came up. Overall, the training was a success. I had very few follow-up questions after the training. I think it was beneficial for the teacher to work in their grade levels for this training so that they could use each other as a resource later. Working collaboratively in

these professional learning communities will help teachers reach their desired goals more effectively (McTighe, 2008).

To complete this activity successfully, I collaborated closely with the campus intervention specialist and the administrator. We discussed what each teacher should know about Mizuni and why. This information was very helpful when answering questions during the actual training.

This activity helped me to meet the standard relating to demonstrating an in-depth understanding of technology operations and concepts; applying technology to facilitate a variety of effective assessment and evaluation strategies; and applying technology to enhance and improve personal productivity and professional practice (Williamson & Redish, 2009).

References

- McTighe, J. (2008). Making the most of professional learning communities. *The learning principal*, 3(8), 1, 4-8.
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- Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards*. Washington, D.C.: International Society for Technology in Education.